

**NEW HAMPSHIRE  
DEPARTMENT OF EDUCATION  
SPECIAL EDUCATION  
PROGRAM APPROVAL REVIEW**

**SAU 57  
FINAL SUMMARY REPORT**

**SALEM SCHOOL DISTRICT**

**Dr. Henry LaBranche, Superintendent of Schools  
Dr. J. Philip Boucher, Director of Special Education**

Visit Conducted on April 3, 4 & 5, 2002  
Report Date: June 1, 2002

# **TABLE OF CONTENTS**

- I. Team Members
- II. Introduction
- III. Purpose of Visit
- IV. Program Approval Review Process
- V. Status of Previous Program Approval Report and Corrective Actions
- VI. SAU Wide Summary of Findings
- VII. Building Level Summary Reports
- VIII. Addendum: Out of District and James O Summaries

## **I. TEAM MEMBERS**

### **Name                      Professional Role**

#### **Visiting Team Members:**

Maryclare Heffernan	Co-Chairperson
Dick Lates	Co-Chairperson
Ellen Baker	LD Specialist, SAU 37
Jayne Boyle	Preschool Teacher, SAU 44
Jean Calculator	Speech/Language, SAU 11
Amy Christopher	Special Educator, SAU 37
Alexandra Efros	LD Specialist, SAU 55
Chris Farrah	Special Education Director, SAU 15
Mary Heath	Assistant Superintendent, SAU 19
Laverne Macinnis	Guidance Counselor, SAU 37
Karen Peterssen	Special Educator, SAU 12
Beth Smith	LD Specialist, SAU 55
Ann Thorner	Occupational Therapist, SAU 37
Christina Wargo	LD Specialist, SAU 37
Leigh Zoellick	Educational Consultant, Institute on Disabilities

#### **Building Level Team Members:**

NAME	TITLE	NAME	TITLE
Allison Plante	Special Educator	Beth Schneller	Special Educator
Shari Daisy	Special Educator	Edie Soley	Principal
Cindy Jury	Preschool Coordinator	Kimberly Callan	Vision Specialist, Inclusion Specialist
Lisa Hoffman	Case Manager	Aida Koocher	Speech/ Language
Jane Butts	Principal	Dale Capuano	Speech/Language
Lori Silverwatch	Inclusion Specialist	Angela Welch	Special Educator
Susan Gralinski	Choice Teacher	Polly Richard	Principal
Kathleen Courtis	Special Educator	Barbara Adams	Speech/ Language
Elizabeth Garraneo	Speech/ Language	Meredith Hatch	Special Educator
Michael Bisaillon	Special Educator	Jerome Kramer	Special Educator
Sarah Graffum	COTA	Barbara Wiley	Resource Room
Colleen Mahoney	Guidance Counselor	S. E. Rhodes	Principal
Lisa Hall	Resource Room	Jen Moreau	Inclusion Specialist
Katie Demers	High School Coordinator	Joan Campo	LD Specialist

## **II. INTRODUCTION**

The Salem School District serves an enrollment of approximately 5,100 students, of which 610 have been identified with educational disabilities. Presently, nineteen students are placed out-of-district, of which four are court-placed. The Salem community is located in the South Central part of New Hampshire and includes six elementary schools (grades 1-5), one middle school (grades 6-8) and one high school and vocational center (grades 9-12). The district includes a professional staff that is experienced and child-centered.

## **III. PURPOSE OF VISIT**

The New Hampshire Department of Education conducted a Special Education Program Approval Visit to the Salem School District, SAU 57, on April 3, 4 & 5, 2002 for the purpose of reviewing the present status of programs and services made available to children and youth with educational disabilities. As part of the Program Approval Visit, all of the schools in Salem were reviewed. These include: Barron, Fisk, Haigh, Lancaster, North Salem and Soule elementary schools, Salem Middle School and Salem High School. The preschool program is located in the Fisk Elementary School and serves a total of 40 children, aged 3-6.

Activities related to this Program Approval Visit included the review of all application materials submitted by the SAU, verification of personnel credentials for special education staff, program descriptions, SPEDIS reports, and analysis of data collected during the visit. Data included the review of student case studies, interviews with staff, administrators, students and parents and classroom observations. Throughout the entire review process, the visiting team worked in collaboration with the Salem personnel. Their professionalism, active involvement in the process and cooperation were greatly appreciated and well recognized.

## **IV. PROGRAM APPROVAL REVIEW PROCESS**

The New Hampshire Department of Education provided The Salem School District with a visiting team of professional educators to work collaboratively with staff in each of the schools in conducting the data collection and special education program approval activities. The 3-day visit was designed as a focused review on the following areas of programming:

- Access to the General Curriculum
- Transition
- Assessment.

The NHDOE Special Education Program Approval Process allowed the visiting and building level team members to conduct case studies of a representative sampling of the special education student population, ages 3-21, throughout the SAU. Evidence of the work conducted in-district and results related to student outcomes were gathered throughout the process, guided by the materials and templates provided by the NHDOE, Bureau of Special Education. Examples of evidence included student individual education plans (IEPs), progress reports, sample s of student work, grades, extracurricular involvement, permanent records, curriculum, etc. Input was gathered from key constituents, including interviews with professional staff, parents, paraprofessionals, administrators, and in some cases the students. In addition, classroom observations were conducted for each of the case studies being reviewed. The collective data were summarized by the visiting and building level teams. The summaries, included in the report that follows, outline identified areas of strength and areas of improvement needed for each school reviewed.

## **V. STATUS OF PREVIOUS PROGRAM APPROVAL REPORT AND CORRECTIVE ACTIONS**

Based on review of the December, 1996 NHDOE Special Education Program Approval Report, the following patterns were identified as needing improvement:

The compliance review revealed a pattern of use of out-of-date special education forms, resulting in a variety of procedural inconsistencies across the district. In addition, a significant pattern of non-compliance was identified at the high school in areas related to information contained in the IEP, as well as a lack of clear transition planning, presence of regular educators at IEP team meetings and progress reporting. Since the last visit, SAU 57 has focused efforts on transition planning, has made successful progress in revising special education forms and has provided key staff with the necessary training and support for implementation.

The district continues to work toward fully meeting the expectations at the high school that regular educators consistently participate in IEP meetings, but has not yet created a method for regular progress reporting as it relates to IEP goals and objectives.

## **VI. SAU WIDE SUMMARY OF FINDINGS**

The Salem School District blends a philosophy of site-based management with one of inclusion of students with educational disabilities into regular curricular and extracurricular educational programs. There is a strong district focus on the transition of students with educational disabilities from grade to grade and from building to building. It was consistently noted that the principals at each of the schools are directly involved in all aspects of the management of special education programming and services and provide support to staff. The district special education administrators provide regular support and information to building level teams through regularly scheduled meetings.

Even though theirs is an urban setting, the school district has retained small neighborhood schools at the elementary level. Across the district, the facilities are well-maintained and present a welcoming, student-centered atmosphere, with evidence of student work throughout each building.

The district provides a well developed continuum of services for students with educational disabilities. The Success by Six Program provides in-depth screening and analysis of the individual needs of all students entering the system at grade one. The preschool program, SEED, is characterized by the latest developments in assistive technology. The Choice Program and the alternative programs at the middle and high school levels are providing an effective range of services.

At the high school level, the goal of success for all students is a central theme. This theme is illustrated by the continuing and life-long educational opportunities offered to all students at the vocational/ technical center, during and following their high school experience. The high school team of special educators stress the development of independence and self-advocacy on the part of students with educational disabilities. However, the high school collaborative team identified a continued need for the active participation of regular educators at IEP team meetings, as well as a consistent system of reporting IEP progress for students with educational disabilities.

There is a high level of safety consciousness at all facilities, and careful security procedures are followed throughout the district. There is strong and consistent communication between central office administrators and building level special education teams, supported by weekly meetings at each building attended by a central office administrator.

There is a theme of growing case management responsibilities within the district. While the district assessment team provides evaluation support to the building level teams, the growing size of case management responsibilities was noted by several of the collaborative teams.

The high school collaborative team noted that increasing special education case management responsibilities have resulted in reduced personal contact with students. Most high school special educators are responsible for teaching up to three classes per day in addition to their case management assignment of approximately 35 students.

Facilities are well maintained but are becoming crowded in some areas, particularly in the special education areas. The collaborative teams also identified a need for an increase in technology available for staff and students. Finally, ongoing professional development opportunities in areas related to best practices in special education, particularly for paraprofessional staff are recommended.

## **ACCESS TO THE GENERAL CURRICULUM**

ED 1109.05 CFR 300.342 Implementation of IEPs

ED 1115.07 CFR 300.306 Provision of Non-Academic Services

ED 1119.03 CFR 300.26 CFR 300.347 Full Access to the District's Curriculum

ED 1119.08 CFR 300.304 Equal Education Opportunity

Most Salem students with educational disabilities have access to the general curriculum in the least restrictive environment. Regular and special educators work closely together to implement student IEPs. The district provides a wide spectrum of special education services, and most students' needs are met in programs within the district. The high school 2+2 program enables students at risk of dropping out of school to attend both regular and evening classes in order to complete their high school experience while accommodating their work schedules. Students with educational disabilities are held to the same standards as their non-identified peers, with necessary modifications, and all students have access to a regular education diploma.

The collaborative team found that, as a result of block scheduling at the high school, more identified high school students were now being placed in a resource room setting. A need was also observed for the preschool program to seek ways to provide an inclusionary setting by adding typical preschoolers to the program.

## **TRANSITION**

ED 1102.53 CFR 300.29 Transition Planning

ED 1107.02 CFR 300.347 (b) (1) Process: Provision of FAPE

ED 1109.01 CFR 300.132 Transition Services

The district maintains a strong focus on the transition of students with educational disabilities from teacher to teacher and from building to building. The district addresses the transition of middle school students to the high school by providing visitation and information days for students and parents. In addition, efforts are made to support the transition of Windham students into Salem High School by holding a joint meeting of the Windham 8<sup>th</sup> grade team with the Salem High School special education team to discuss the needs of each individual student. For students who have been placed in out-of-district settings, and are returning to the Salem School District, the district provides careful planning and support. Special educators at several schools have adopted an "IEP at a glance" form, which is a one-page summary of each student's IEP to assist regular classroom teachers in providing appropriate modifications for each educationally disabled student within the regular classroom setting.

At all levels, there is a need for formal documentation of transition plans which can be shared with parents and which will enable the transition plan to follow the individual student and to be evaluated for its effectiveness.

## **ASSESSMENT**

ED 1133.05 (l) CFR 300.347 (a) (5) RSA 193-C

The review teams were provided clear evidence that district personnel use data from multiple assessments to develop student IEPs and, at the elementary and middle levels, to monitor student progress. Special education personnel are knowledgeable concerning the use and interpretation of assessment data. The district has dedicated time and resources to the analysis of state and local assessment data and to the adjustment of classroom instructional practice in response to student performance data. The district has developed comprehensive curriculum standards and proficiencies at each grade level and has begun the process of tying the assessment of progress of students with educational disabilities to these standards.

## **SPECIAL EDUCATION PROCESS: POLICY AND PROCEDURE**

ED 1106.01 Special Education Process

ED 1103.01 Child Find, Responsibilities of the LEA

SAU 57's Special Education Policies and Procedures were approved by the NHDOE in 1997. The district submitted assurances with the 2001-2002 application packet that the policies and procedures remain current. The administration has continued to inform all staff of the changes in state and federal rules as they occur as evidenced by in- district memos and regularly scheduled building level communication meetings.

**IEP TEAM**

ED 1109.03 CFR 300.344

At least one regular education teacher shall participate in IEP team meetings for each child with a disability. This process is inconsistent at the high school level.

**ACCOUNTABILITY / MONITORING AND ANNUAL EVALUATION OF IEPs**

ED 1109.09 ED 1109.10 CFR 300.350 CFR 300.347 (a) (5)

A system of IEP accountability, monitoring and annual evaluation of student progress needs to be developed and consistently implemented at the high school level.

## VII. BUILDING LEVEL SUMMARY REPORTS

### USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

#### BUILDING LEVEL COMPLIANCE DATA SUMMARY

#### NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS

**SAU #57    School:** Barron Elementary School

**Recorder/Summarizer:** Beth Smith

**Date:** April 4, 2002

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of: **Access to the General Curriculum, Transition and Assessment.**



Access to the General Curriculum		Summary of Evidence
<u>Ed. 1109.05, Implementation of IEP</u> <u>CFR 300.342</u> <u>Ed. 1115.07, Provision of Non-Academic Services</u> <u>CFR 300.306</u> <u>Ed. 1119.03, Full Access to District's Curricula</u> <u>CFR 300.26</u> <u>Ed. 1119.08, Equal Education Opportunity</u> <u>CFR 300.347(a)</u> <u>CFR 300.304</u>		Barron
Indicator Level and Description		
0	Student does not have access to the general curriculum.	
1	Student has access to the general curriculum	
2	Student participates in the general curriculum in the regular classroom	
3a	Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	
3b	<b>For Private Schools:</b> Student has opportunities to interact with non-disabled peers on a regular basis	
3c	Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so.	
3d	<b>For High School Students:</b> Student has the opportunity to earn regular credits leading to a regular diploma	
4	Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	Students are encouraged to participate actively in the general curriculum. A continuum of services is provided to students who require modified curriculum or small group instruction/ accommodations in the general curriculum. All students participate or have opportunity to participate in extracurricular activities with support if needed. All parents interviewed had the goal of total inclusion in the curriculum, which is supported by team members. Evidence included schedules, observations, interviews and IEP's.

Transition		Summary of Evidence
<u>Ed. 1102.53, Transition Planning</u> <u>CFR 300.29</u> <u>Ed. 1107.02, Process; Provision of FAPE</u> <u>CFR 300.347 (b) (1)</u> <u>Ed. 1109.01, Transition Services</u> <u>CFR 300.132</u> This includes movement from (a) ESS to preschool, (b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		Barron
Indicator Level and Description		
0	No evidence of transition planning	
1	Transition occurs, with little or no written documentation	
2	Written documentation exists for transition services	
3a	Team includes parents and personnel from other agencies in transition planning	Transition from preschool to elementary was evident through multiple team meetings. Parent involvement was evident. Transition from grade to grade is done through development of IEP and placement. Parents are included. Learning styles and support needs were considered. Receiving teachers were informed prior to new school year. Communication from parents indicated that they were actively involved in the process.
3b	Student is informed before age 17 of his/her rights under IDEA	
3c	Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	
4a	District has implemented a process to evaluate the success of the student's transition	
4b	Team, including student as appropriate, regularly assesses success of transition plan	

Assessment		Summary of Evidence
<u>Ed. 1133.05 (l), Program Requirements</u> <u>CFR 300.138</u> <u>CFR 300.347 (a) 5, RSA 193-C</u> This is not limited to NH statewide testing [NHEIAP]. It should also include district-wide and school assessments administered to non-disabled peers.		Barron
	<b>Indicator Level and Description</b>	
	<b>0</b> No evidence of student participation in district or state assessments	
	<b>1a</b> Student participates in district-wide and school assessments	
	<b>1b</b> Student participates in state assessment	
	<b>2</b> Alternate assessment provided as needed for both district and state assessments	
	<b>3a</b> Assessment data is used to develop IEP	All students participated in state-wide and district-wide assessments. Formal and informal observations were included in developing IEPs and in assessing progress. Parents were informed of student progress through progress reports, report cards and ongoing communication. The results of NHEIAP were analyzed and Mighty Math Mathematician was developed as a result.
	<b>3b</b> Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	
	<b>4</b> School uses assessment data to improve student learning (state, district-wide or school assessments)	

Barron	
Strengths	Suggestions for Improvement
1. The use of assessment data to develop curriculum is commended. 2. Communication between parents and team is good. 3. Parents felt supported in transition process – process was child-centered and timely. 4. Staff was knowledgeable of strategies to include students in instructional and social settings, cue them in non-verbal ways, magnify student strengths, and make them feel accepted.	1. Create additional time to meet with other district resource room personnel to coordinate transition and provide consistency in programming. 2. Provide training for all professional staff re working with support staff, inclusionary strategies, classroom modifications to increase accessing the curriculum so that all classrooms will be appropriate placements for all students.

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT  
BUILDING LEVEL COMPLIANCE DATA SUMMARY  
NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION  
SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS

**SAU #57    School:**    Fisk Elementary Preschool

**Recorder/Summarizer:** Leigh Zoellick

**Date:** April 4, 2002

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of: **Access to the General Curriculum, Transition and Assessment.**

Access to the General Curriculum		Summary of Evidence
<u>Ed. 1109.05, Implementation of IEP</u> <u>CFR 300.342</u> <u>Ed. 1115.07, Provision of Non-Academic Services</u> <u>CFR 300.306</u> <u>Ed. 1119.03, Full Access to District's Curricula</u> <u>CFR 300.26</u> <u>Ed. 1119.08, Equal Education Opportunity</u> <u>CFR 300.347(a)</u> <u>CFR 300.304</u>		Fisk Preschool (SEED)
Indicator Level and Description		
0	Student does not have access to the general curriculum.	
1	Student has access to the general curriculum	Program uses self-designed curriculum – theme-based. Working to create a more “standardized” program that matches better with 1 <sup>st</sup> grade benchmarks. Activities are developed according to therapies needed by individual students.
2	Student participates in the general curriculum in the regular classroom	There are presently no typically developing children attending the Fisk preschool program.
3a	Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	Many children coded with speech and language needs attend community-based preschools and speech therapy at elementary schools.
3b	<b>For Private Schools:</b> Student has opportunities to interact with non-disabled peers on a regular basis	
3c	Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so.	
3d	<b>For High School Students:</b> Student has the opportunity to earn regular credits leading to a regular diploma	
4	Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	

Transition		Summary of Evidence
<u>Ed. 1102.53, Transition Planning</u> <u>CFR 300.29</u> <u>Ed. 1107.02, Process; Provision of FAPE</u> <u>CFR 300.347 (b) (1)</u> <u>Ed. 1109.01, Transition Services</u> <u>CFR 300.132</u> This includes movement from (a) ESS to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		Fisk Preschool
Indicator Level and Description		
0	No evidence of transition planning	
1	Transition occurs, with little or no written documentation	
2	Written documentation exists for transition services	List of students transitioning to 1 <sup>st</sup> grade sent to building principals, OT's, S/L, resource room teachers. Meeting times set up to be convenient for families.
3a	Team includes parents and personnel from other agencies in transition planning	
3b	Student is informed before age 17 of his/her rights under IDEA	
3c	Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	
4a	District has implemented a process to evaluate the success of the student's transition	
4b	Team, including student as appropriate, regularly assesses success of transition plan	

Assessment		Summary of Evidence
<u>Ed. 1133.05 (I), Program Requirements</u> <u>CFR 300.138</u> <u>CFR 300.347 (a) 5, RSA 193-C</u> This is not limited to NH statewide testing [NHEIAP]. It should also include districtwide and school assessments administered to non-disabled peers.		<b>Fisk Preschool</b>
Indicator Level and Description		
<b>0</b>	No evidence of student participation in district or state assessments	
<b>1a</b>	Student participates in district-wide and school assessments	
<b>1b</b>	Student participates in state assessment	
<b>2</b>	Alternate assessment provided as needed for both district and state assessments	
<b>3a</b>	Assessment data is used to develop IEP	Sometimes from Early Supports and Services, sometimes in-house. Child-Find process utilizes the Brigrance.
<b>3b</b>	Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	Progress reports, individual student assessments
<b>4</b>	School uses assessment data to improve student learning (state, district-wide or school assessments)	

Fisk Preschool	
Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> <li>The preschool has very cooperative staff who are working well together to meet needs of students. There is a lot of collaboration evident and a nice mix of experienced and new people.</li> <li>Technology is well used within the program, and there is a plan for long term use.</li> <li>More than half of the identified preschoolers are out in community programs and are supported as needed (therapy, aides, etc.).</li> <li>Paraprofessionals are highly competent, take lots of responsibility to make sure program flows.</li> <li>Preschool Director allows creativity in meeting the many varied needs of students. Focus is always on the child.</li> <li>Collaboration with elementary special education teams is very good.</li> <li>Communication and support for parents for transition to preschool is strong.</li> <li>Parent resource center is commended.</li> </ol>	<ol style="list-style-type: none"> <li>Provide opportunities to include children who are typically developing within the Fisk preschool program.</li> <li>Consider that the staff to student ratio may at times interfere with opportunities for children to interact with each other. Seek situations for children to interact without adult direction.</li> <li>Continue to work on curriculum to provide a typical preschool experience.</li> <li>Additional space may allow for the inclusion of typically developing students.</li> <li>Continue to investigate the availability of Assessment tools for preschools.</li> <li>The concept of a whole community center was raised as one method of bringing together the areas agencies, resources and parents.</li> </ol>

**USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT**  
**BUILDING LEVEL COMPLIANCE DATA SUMMARY**  
**NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION**  
**SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS**

**SAU #57    School:** Fisk Elementary School

**Recorder/Summarizer:** Amy Christopher

**Date:** April 4, 2002

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of: **Access to the General Curriculum, Transition and Assessment.**

Access to the General Curriculum		Summary of Evidence
<u>Ed. 1109.05, Implementation of IEP</u> <u>CFR 300.342</u> <u>Ed. 1115.07, Provision of Non-Academic Services</u> <u>CFR 300.306</u> <u>Ed. 1119.03, Full Access to District's Curricula</u> <u>CFR 300.26</u> <u>Ed. 1119.08, Equal Education Opportunity</u> <u>CFR 300.347(a)</u> <u>CFR 300.304</u>		Fisk Elementary School
Indicator Level and Description		
0	Student does not have access to the general curriculum.	
1	Student has access to the general curriculum	
2	Student participates in the general curriculum in the regular classroom	
3a	Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	
3b	<b>For Private Schools:</b> Student has opportunities to interact with non-disabled peers on a regular basis	
3c	Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so.	
3d	<b>For High School Students:</b> Student has the opportunity to earn regular credits leading to a regular diploma	
4	Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	All 3 students observed had access to assistance and communication devices to allow students to stay within the general classroom, as evidenced by classroom observation, student schedules, progress reports and report cards.

Transition		Summary of Evidence
<u>Ed. 1102.53, Transition Planning</u> <u>CFR 300.29</u> <u>Ed. 1107.02, Process; Provision of FAPE</u> <u>CFR 300.347 (b) (1)</u> <u>Ed. 1109.01, Transition Services</u> <u>CFR 300.132</u> This includes movement from (a) ESS to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		Fisk Elementary School
Indicator Level and Description		
0	No evidence of transition planning	
1	Transition occurs, with little or no written documentation	
2	Written documentation exists for transition services	
3a	Team includes parents and personnel from other agencies in transition planning	Team has a verbal transition plan. Case manager provides "IEP at a glance" from grade level to grade level. However, there is no written district plan provided. Parents and other agencies are involved in transition planning as evidenced by meeting minutes.
3b	Student is informed before age 17 of his/her rights under IDEA	
3c	Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	
4a	District has implemented a process to evaluate the success of the student's transition	
4b	Team, including student as appropriate, regularly assesses success of transition plan	

Assessment		Summary of Evidence
<u>Ed. 1133.05 (l), Program Requirements</u> <u>CFR 300.138</u> <u>CFR 300.347 (a) 5, RSA 193-C</u> This is not limited to NH statewide testing [NHEIAP]. It should also include district-wide and school assessments administered to non-disabled peers.		<b>Fisk Elementary School</b>
	<b>Indicator Level and Description</b>	
	<b>0</b> No evidence of student participation in district or state assessments	
	<b>1a</b> Student participates in district-wide and school assessments	
	<b>1b</b> Student participates in state assessment	
	<b>2</b> Alternate assessment provided as needed for both district and state assessments	
	<b>3a</b> Assessment data is used to develop IEP	
	<b>3b</b> Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	
	<b>4</b> School uses assessment data to improve student learning (state, district-wide or school assessments)	Team assesses throughout year with informal and formal tests. (Reading inventory, progress reports, state assessment). There are daily/weekly reports with classroom teachers.

Fisk Elementary School	
Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> <li>Working as a team for the benefit of the child is strongly stressed throughout the school.</li> <li>The district is job specific – Resource Room teachers are able to spend time with the children.</li> <li>The looping of the 1<sup>st</sup> and 2<sup>nd</sup> grades is supportive of an inclusive environment.</li> <li>Principal has an open-door policy. Principal is in classrooms and aware of the classroom environment.</li> <li>There is a strong vision statement to serve all students at Fisk School. It is very child-centered.</li> <li>Veteran staff. Communication between all team members focused on inclusion and on teaming. Everyone works together.</li> <li>Files and portfolios were outstanding (IEP at a glance, progress reports).</li> <li>Evaluations are done by an external team. Building staff do not provide assessments allowing them more time for direct service.</li> <li>Team teaching and consultation take place between special and regular educators.</li> </ol>	<ol style="list-style-type: none"> <li>Consider providing full time speech and language support in the building due to inclusionary needs of students with disabilities.</li> <li>Document transition plans from year to year.</li> <li>Provide ongoing training for paraprofessionals and staff in best practices in inclusionary education.</li> </ol>



**USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT**  
**BUILDING LEVEL COMPLIANCE DATA SUMMARY**  
**NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION**  
**SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS**

**SAU #57    School:**    Haigh Elementary School

**Recorder/Summarizer:** Karen Peterssen, Christina Wargo

**Date:** April 4, 2002

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of: **Access to the General Curriculum, Transition and Assessment.**

Access to the General Curriculum		Summary of Evidence Haigh Elementary School
<u>Ed. 1109.05, Implementation of IEP</u> <u>Ed. 1115.07, Provision of Non-Academic Services</u> <u>Ed. 1119.03, Full Access to District's Curricula</u> <u>Ed. 1119.08, Equal Education Opportunity</u>		<u>CFR 300.342</u> <u>CFR 300.306</u> <u>CFR 300.26</u> <u>CFR 300.347(a)</u> <u>CFR 300.304</u>
Indicator Level and Description		
0	Student does not have access to the general curriculum.	
1	Student has access to the general curriculum	
2	Student participates in the general curriculum in the regular classroom	
3a	Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	
3b	<b>For Private Schools:</b> Student has opportunities to interact with non-disabled peers on a regular basis	
3c	Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so.	
3d	<b>For High School Students:</b> Student has the opportunity to earn regular credits leading to a regular diploma	
4	Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	<ul style="list-style-type: none"> <li>• Alternative projects/modes of assessment are used, based on students' learning styles.</li> <li>• Students' engagement in general curriculum is assessed through consultation, IEP notes, report cards.</li> <li>• IEP connects with and relates to NH Frameworks.</li> <li>• IEP supports observed in classroom.</li> <li>• All students participate in extracurricular activities.</li> <li>• Students are graded using report cards.</li> </ul>

Transition		Summary of Evidence
<u>Ed .1102.53, Transition Planning</u> <u>CFR 300.29</u> <u>Ed. 1107.02, Process; Provision of FAPE</u> <u>CFR 300.347 (b) (1)</u> <u>Ed. 1109.01, Transition Services</u> <u>CFR 300.132</u> This includes movement from (a) ESS to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		<b>Haigh Elementary School</b>
	<b>Indicator Level and Description</b>	
	<b>0</b> No evidence of transition planning	
	<b>1</b> Transition occurs, with little or no written documentation	
	<b>2</b> Written documentation exists for transition services	
	<b>3a</b> Team includes parents and personnel from other agencies in transition planning	
	<b>3b</b> Student is informed before age 17 of his/her rights under IDEA	
	<b>3c</b> Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	
	<b>4a</b> District has implemented a process to evaluate the success of the student's transition	<ul style="list-style-type: none"> <li>• Transitions of students from elementary to middle school begin the prior year (5<sup>th</sup> grade).</li> <li>• Successful transition from a very restrictive setting to his neighborhood school with ongoing supports, monitoring and evaluation of progress. Impressive.</li> <li>• Yearly meetings to discuss placement of all kids.</li> <li>• General education teachers place special needs students for next year, matching teaching style to learning style.</li> <li>• There is significant parent involvement in all team transition discussions as documented in meeting minutes.</li> </ul>
	<b>4b</b> Team, including student as appropriate, regularly assesses success of transition plan	

Assessment		Summary of Evidence
<u>Ed. 1133.05 (l), Program Requirements</u> <u>CFR 300.138</u> <u>CFR 300.347 (a) 5, RSA 193-C</u> This is not limited to NH statewide testing [NHEIAP]. It should also include district-wide and school assessments administered to non-disabled peers.		Haigh Elementary School
	<b>Indicator Level and Description</b>	
	<b>0</b> No evidence of student participation in district or state assessments	
	<b>1a</b> Student participates in district-wide and school assessments	
	<b>1b</b> Student participates in state assessment	
	<b>2</b> Alternate assessment provided as needed for both district and state assessments	
	<b>3a</b> Assessment data is used to develop IEP	
	<b>3b</b> Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	
	<b>4</b> School uses assessment data to improve student learning (state, district-wide or school assessments)	<ul style="list-style-type: none"> <li>Identified students participate in all general education assessments and data are used in designing appropriate goals and objectives for IEPs</li> <li>NHEIAP accommodations are discussed and determined in the fall and documented in students' IEPs.</li> <li>School principal has developed a school-wide improvement plan based on results of the NHEIAP. Item analysis is included in this report. Staff, as a whole, looks at the weak areas and devise strategies/instructional approaches for improvement in those areas. Evidence documented in language arts and probability and statistics in math</li> </ul>

Haigh Elementary School	
Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> <li>There is a very dedicated staff at the Haigh School.</li> <li>The school has a child-centered environment.</li> <li>There is excellent collaboration between special education and regular education staff.</li> <li>There is a team approach to all program decisions for students.</li> <li>Transition planning is well done.</li> <li>There is effective comprehensive assessment approaches and utilization of results for program planning.</li> <li>The staff utilize creative placement and programming to meet students' unique needs</li> <li>Flexible programming is evident.</li> <li>Staff easily adapts to needs and situations as they arise</li> <li>The Special services inclusion meetings are facilitated by the building principal.</li> <li>The principal is involved in all special education meetings.</li> <li>There is good parental involvement in all aspects of students' programming.</li> <li>Parents are very pleased with their children's programming.</li> </ol>	<ol style="list-style-type: none"> <li>Create opportunities for special education teachers to meet, consult and share at the district level.</li> <li>Space is an issue in the building.</li> <li>Provide more training district-wide for paraprofessionals.</li> </ol>

**USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT**  
**BUILDING LEVEL COMPLIANCE DATA SUMMARY**  
**NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION**  
**SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS**

**SAU #57    School:**    Lancaster Elementary School

**Recorder/Summarizer:**    Mary Heath

**Date:**    April 4, 2002

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of: **Access to the General Curriculum, Transition and Assessment.**

Access to the General Curriculum		Summary of Evidence
<u>Ed. 1109.05, Implementation of IEP</u> <u>CFR 300.342</u> <u>Ed. 1115.07, Provision of Non-Academic Services</u> <u>CFR 300.306</u> <u>Ed. 1119.03, Full Access to District's Curricula</u> <u>CFR 300.26</u> <u>Ed. 1119.08, Equal Education Opportunity</u> <u>CFR 300.347(a)</u> <u>CFR 300.304</u>		Lancaster
Indicator Level and Description		
0	Student does not have access to the general curriculum.	
1	Student has access to the general curriculum	
2	Student participates in the general curriculum in the regular classroom	
3a	Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	
3b	<b>For Private Schools:</b> Student has opportunities to interact with non-disabled peers on a regular basis	
3c	Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so.	
3d	<b>For High School Students:</b> Student has the opportunity to earn regular credits leading to a regular diploma	
4	Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	Same expectations for all students. Least restrictive environment based on needs of individual child. Evidence consists of IEPs, schedules, and numerous samples of student work.

Transition		Summary of Evidence
<u>Ed. 1102.53, Transition Planning</u> <u>CFR 300.29</u> <u>Ed. 1107.02, Process; Provision of FAPE</u> <u>CFR 300.347 (b) (1)</u> <u>Ed. 1109.01, Transition Services</u> <u>CFR 300.132</u> This includes movement from (a) ESS to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		Lancaster
Indicator Level and Description		
0	No evidence of transition planning	
1	Transition occurs, with little or no written documentation	
2	Written documentation exists for transition services	
3a	Team includes parents and personnel from other agencies in transition planning	
3b	Student is informed before age 17 of his/her rights under IDEA	
3c	Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	
4a	District has implemented a process to evaluate the success of the student's transition	The transition planning is built into the IEP process. Sending school staff and students visit school.
4b	Team, including student as appropriate, regularly assesses success of transition plan	

Assessment		Summary of Evidence
<u>Ed. 1133.05 (l), Program Requirements</u> <u>CFR 300.138</u> <u>CFR 300.347 (a) 5, RSA 193-C</u> This is not limited to NH statewide testing [NHEIAP]. It should also include districtwide and school assessments administered to non-disabled peers.		Lancaster
	Indicator Level and Description	
	<b>0</b> No evidence of student participation in district or state assessments	
	<b>1a</b> Student participates in district-wide and school assessments	
	<b>1b</b> Student participates in state assessment	
	<b>2</b> Alternate assessment provided as needed for both district and state assessments	
	<b>3a</b> Assessment data is used to develop IEP	
	<b>3b</b> Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	
	<b>4</b> School uses assessment data to improve student learning (state, district-wide or school assessments)	Student profile data sheets. Emphasis on proficiencies (same for all students)

Lancaster Elementary School	
Strengths	Suggestions for Improvement
1. The building principal reads every student IEP. 2. The principal selects a book for staff to read and discuss at each faculty meeting. 3. Proficiencies are emphasized on IEPs. 4. Student work is collected in portfolios. 5. Loyalty and trust of parents for special and regular education staff. 6. Faculty collaborates to serve the needs of all students. 7. All faculty accept responsibility for all kids. 8. Teachers model full inclusion. 9. High level of administrative support –from the central office and building levels. 10. Small school environment. The school is a family that supports all members. 11. A dedicated staff that works for children. 12. There is paid time for paraprofessionals to plan. 13. Co-planning is evident. 14. Special education forms are organized.	1. Continue to work to improve technology school-wide. 2. Consider ways to document the excellent staff interactions. 3. Provide more in-service training for teachers and paraprofessionals – instructional strategies. 4. Seek solutions to creating additional planning time for special and regular educators. 5. Speech and OT services dedicated to one building. 6. Provide a floating assistant to cover classes as needed. 7. Improve staffing pattern in an effort to lower the LD caseload for special education staff (now 40+).

**USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT**  
**BUILDING LEVEL COMPLIANCE DATA SUMMARY**  
**NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION**  
**SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS**

**SAU #57    School:**    North Salem Elementary School

**Recorder/Summarizer:**    Christine Farrah, Alexandra Efros

**Date:**    April 4, 2002

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of: **Access to the General Curriculum, Transition and Assessment.**



Access to the General Curriculum		Summary of Evidence
<u>Ed. 1109.05, Implementation of IEP</u> <u>CFR 300.342</u> <u>Ed. 1115.07, Provision of Non-Academic Services</u> <u>CFR 300.306</u> <u>Ed. 1119.03, Full Access to District's Curricula</u> <u>CFR 300.26</u> <u>Ed. 1119.08, Equal Education Opportunity</u> <u>CFR 300.347(a)</u> <u>CFR 300.304</u>		North Salem
Indicator Level and Description		
0	Student does not have access to the general curriculum.	
1	Student has access to the general curriculum	
2	Student participates in the general curriculum in the regular classroom	
3a	Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	
3b	<b>For Private Schools:</b> Student has opportunities to interact with non-disabled peers on a regular basis	
3c	Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so.	
3d	<b>For High School Students:</b> Student has the opportunity to earn regular credits leading to a regular diploma	
4	Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	Evidence is found in: Student IEPs Participation in district assessments and NHEIAP Student work samples Observations Parent Interviews

Transition		Summary of Evidence
<u>Ed. 1102.53, Transition Planning</u> <u>CFR 300.29</u> <u>Ed. 1107.02, Process; Provision of FAPE</u> <u>CFR 300.347 (b) (1)</u> <u>Ed. 1109.01, Transition Services</u> <u>CFR 300.132</u> This includes movement from (a) ESS to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		North Salem
Indicator Level and Description		
0	No evidence of transition planning	
1	Transition occurs, with little or no written documentation	
2	Written documentation exists for transition services	Written documentation is available for 1 student. Team is able to articulate process. Parents are satisfied with transition process.
3a	Team includes parents and personnel from other agencies in transition planning	
3b	Student is informed before age 17 of his/her rights under IDEA	
3c	Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	
4a	District has implemented a process to evaluate the success of the student's transition	Informal process of evaluation
4b	Team, including student as appropriate, regularly assesses success of transition plan	

Assessment		Summary of Evidence
<b>Ed. 1133.05 (I), Program Requirements CFR 300.138 CFR 300.347 (a) 5, RSA 193-C</b> This is not limited to NH statewide testing [NHEIAP]. It should also include districtwide and school assessments administered to non-disabled peers.		<b>North Salem</b>
	<b>Indicator Level and Description</b>	
	<b>0</b> No evidence of student participation in district or state assessments	
	<b>1a</b> Student participates in district-wide and school assessments	Scores evident in student portfolio.
	<b>1b</b> Student participates in state assessment	Entire school population participated. Modifications noted in IEP. Letters sent home to parents to review modifications before NHEIAP administered.
	<b>2</b> Alternate assessment provided as needed for both district and state assessments	
	<b>3a</b> Assessment data is used to develop IEP	Results analyzed and used to develop IEP objectives
	<b>3b</b> Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	Report cards, progress reports, student work, IEP objectives – all documented.
	<b>4</b> School uses assessment data to improve student learning (state, district-wide or school assessments)	All assessments taken into consideration to develop the IEP.

North Salem Elementary School	
Strengths	Suggestions for Improvement
1 There is a strong team approach at the North Salem school. There is clear involvement of all personnel. Teachers are open to ideas and solutions. 2 the principal's involvement in all aspects of the school programming is commended. 3 Kathy Courtis' leadership is recognized. 4 IEPs are certainly individualized and students with disabilities are appropriately placed. 5 There is a positive building climate. 6 There is a collaborative spirit among staff. 7 Assistants appear well-matched to their placements. 8 Parents are supportive. There is good home/school communication. 9 Student participation in school-wide assessments is evident.	1 Create formalized transition plans – the staff are able to verbalize plans, but they are not written. 2 Consider ways to provide parent training in aspects of special education. 3 Seek opportunities for “Wrap-arounds” that would increase the involvement of outside agencies.

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

BUILDING LEVEL COMPLIANCE DATA SUMMARY

NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION  
SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS

**SAU #57    School:**   Soule Elementary School

**Recorder/Summarizer:**   Ann Thorner, Elen Baker

**Date:**   April 4, 2002

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of: **Access to the General Curriculum, Transition and Assessment.**

Access to the General Curriculum		Summary of Evidence
<u>Ed. 1109.05, Implementation of IEP</u> <u>CFR 300.342</u> <u>Ed. 1115.07, Provision of Non-Academic Services</u> <u>CFR 300.306</u> <u>Ed. 1119.03, Full Access to District's Curricula</u> <u>CFR 300.26</u> <u>Ed. 1119.08, Equal Education Opportunity</u> <u>CFR 300.347(a)</u> <u>CFR 300.304</u>		Soule
Indicator Level and Description		
0	Student does not have access to the general curriculum.	
1	Student has access to the general curriculum	
2	Student participates in the general curriculum in the regular classroom	
3a	Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	
3b	<b>For Private Schools:</b> Student has opportunities to interact with non-disabled peers on a regular basis	
3c	Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so.	
3d	<b>For High School Students:</b> Student has the opportunity to earn regular credits leading to a regular diploma	
4	Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	<p>Student 1 – in regular classroom with support-also engaged in activities outside of school – evidenced by IEP, team and parent.</p> <p>Student 2 – Well engaged in and out of school, both academically and socially.</p> <p>Student 3 – Engaged to her comfort level. Parent and school are very supportive. Student is reluctant to try things. Evidenced by observations, IEP's and interviews.</p>

Transition		Summary of Evidence
<u>Ed. 1102.53, Transition Planning</u> <u>CFR 300.29</u> <u>Ed. 1107.02, Process; Provision of FAPE</u> <u>CFR 300.347 (b) (1)</u> <u>Ed. 1109.01, Transition Services</u> <u>CFR 300.132</u> This includes movement from (a) ESS to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		Soule
Indicator Level and Description		
0	No evidence of transition planning	
1	Transition occurs, with little or no written documentation	Informal transition process
2	Written documentation exists for transition services	
3a	Team includes parents and personnel from other agencies in transition planning	Mothers of all three students involved with team in discussing transition planning.
3b	Student is informed before age 17 of his/her rights under IDEA	
3c	Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	
4a	District has implemented a process to evaluate the success of the student's transition	
4b	Team, including student as appropriate, regularly assesses success of transition plan	

Assessment		Summary of Evidence
<b>Ed. 1133.05 (I), Program Requirements CFR 300.138 CFR 300.347 (a) 5, RSA 193-C</b> This is not limited to NH statewide testing [NHEIAP]. It should also include districtwide and school assessments administered to non-disabled peers.		<b>Soule</b>
	<b>Indicator Level and Description</b>	
	<b>0</b> No evidence of student participation in district or state assessments	
	<b>1a</b> Student participates in district-wide and school assessments	
	<b>1b</b> Student participates in state assessment	
	<b>2</b> Alternate assessment provided as needed for both district and state assessments	
	<b>3a</b> Assessment data is used to develop IEP	
	<b>3b</b> Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	
	<b>4</b> School uses assessment data to improve student learning (state, district-wide or school assessments)	Team feels that assessment data are emphasized and well utilized.

Soule Elementary School	
Strengths	Suggestions for Improvement
1 Teachers work well together, support each other to solve problems and are supportive of special education programs. 2 The building principal attends building team meetings. 3 There is a clear collaborative approach – team works well to meet needs of students. 4 Choice program – Nicely run EH program. Good support from social worker – school to home communication and family support. Helps family access outside agencies. 5 The Inclusion specialist who case manages and supervises assistants, also spends time weekly with classroom teachers and assistants. 6 Small school, supportive staff appear to work well together. 7 All parents are very involved in process and decision-making and speak very positively about their children's progress. 8 Very supportive principal who listens, supports, helps with EH students to defuse situations. Staff say she is wonderful to work for and with.	1 Consider developing a pre-referral process. 2 Consider formalizing a district-wide transition program. 3 Evaluation timeline tends to be lengthy due to SAIF availability. Review staffing patterns in assessment area. 4 Choice classroom can be disruptive to surrounding areas. Attempts made to quiet area with carpeted booth. 5 The space for resource room is shared with Title I and appears crowded. Space at a premium in this building. 6 Consider ways to create additional time for teachers to meet and plan during the school day.

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT  
BUILDING LEVEL COMPLIANCE DATA SUMMARY  
NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION  
SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS

**SAU #57    School:** Woodbury Middle School

**Recorder/Summarizer:** Diana Lear Schoeller

**Date:** April 5, 2002

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of: **Access to the General Curriculum, Transition and Assessment.**

Access to the General Curriculum		Summary of Evidence
<u>Ed. 1109.05, Implementation of IEP</u> <u>CFR 300.342</u> <u>Ed. 1115.07, Provision of Non-Academic Services</u> <u>CFR 300.306</u> <u>Ed. 1119.03, Full Access to District's Curricula</u> <u>CFR 300.26</u> <u>Ed. 1119.08, Equal Education Opportunity</u> <u>CFR 300.347(a)</u> <u>CFR 300.304</u>		Woodbury Middle School
Indicator Level and Description		
0	Student does not have access to the general curriculum.	
1	Student has access to the general curriculum	
2	Student participates in the general curriculum in the regular classroom	
3a	Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	
3b	<b>For Private Schools:</b> Student has opportunities to interact with non-disabled peers on a regular basis	
3c	Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so.	
3d	<b>For High School Students:</b> Student has the opportunity to earn regular credits leading to a regular diploma	
4	Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	Students fully included as evidenced by classroom observations, parent and student interviews, student portfolios, student schedules and IEP's.

Transition		Summary of Evidence
<u>Ed. 1102.53, Transition Planning</u> <u>CFR 300.29</u> <u>Ed. 1107.02, Process; Provision of FAPE</u> <u>CFR 300.347 (b) (1)</u> <u>Ed. 1109.01, Transition Services</u> <u>CFR 300.132</u> This includes movement from (a) ESS to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		Woodbury Middle School
Indicator Level and Description		
0	No evidence of transition planning	
1	Transition occurs, with little or no written documentation	
2	Written documentation exists for transition services	
3a	Team includes parents and personnel from other agencies in transition planning	
3b	Student is informed before age 17 of his/her rights under IDEA	
3c	Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	
4a	District has implemented a process to evaluate the success of the student's transition	Student transitions are evaluated informally, as evidenced by team meeting minutes, parent interviews, team meetings with parents.
4b	Team, including student as appropriate, regularly assesses success of transition plan	

Assessment		Summary of Evidence
<u>Ed. 1133.05 (I), Program Requirements</u> <u>CFR 300.138</u> <u>CFR 300.347 (a) 5, RSA 193-C</u> This is not limited to NH statewide testing [NHEIAP]. It should also include districtwide and school assessments administered to non-disabled peers.		Woodbury Middle School
	<b>Indicator Level and Description</b>	
	<b>0</b> No evidence of student participation in district or state assessments	
	<b>1a</b> Student participates in district-wide and school assessments	
	<b>1b</b> Student participates in state assessment	
	<b>2</b> Alternate assessment provided as needed for both district and state assessments	
	<b>3a</b> Assessment data is used to develop IEP	
	<b>3b</b> Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	
	<b>4</b> School uses assessment data to improve student learning (state, district-wide or school assessments)	Progress reports, Multiple assessments (NHEIAP, Gates MacGinnity), class records, file review, review of student work

Woodbury Middle School	
Strengths	Suggestions for Improvement
1 Adventure-based counseling components w/ ropes course and other adventure initiatives are commended. 2 There is a variety of programs –the continuum is complete- especially in the area of alternative programming. 3 Communication between programs, teachers, outside agencies, parents and central office administration is effective. 4 In-school resources (specialists for supports for identified and non-identified students.) are good. Professional resources are proactive. 5 Professional enthusiasm, commitment, flexibility. Colleagues are supportive and provide input. 6 Special education staff are not required to do individual student evaluations. 7 Mentoring program for new teachers. Teachers feel well supported. 8 Special education and regular education teachers practice collaboration equally. 9 “IEP at a Glance” as quick reference for regular educators – very user-friendly 10 Related service providers meet with students after school so they don’t miss class time. 11 Outside of school resources – Boys’ and Girls’ clubs, POWER program, recreation athletics programs 12 Standards-based connection in HOPE Program – very practical and well thought out.	1 Seek ways to provide smaller caseloads for resource room teachers. 2 Create a district-wide transition plan. 3 Provide larger classrooms for special education and regular education programs. 4 Seek ways to create more planning/preparation time for teachers during each school day. 5 Students should be involved in IEP/ESY/transition planning meetings in order to keep them involved in their education. 6 Provide more computers for use with classroom curriculum. 7 Consider a building level coordinator for special education team to communicate updated information, provide paperwork support. 8 Review building schedule to provide more consistent rotation. 9 IEP quarterly report (progress updates) need to be done more consistently.



**USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT**  
**BUILDING LEVEL COMPLIANCE DATA SUMMARY**  
**NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION**  
**SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS**

**SAU #57    School:**    Salem High School

**Recorder/Summarizer:**    John Les                      **Date:**    April 5, 2002

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of: **Access to the General Curriculum, Transition and Assessment.**

Access to the General Curriculum		Summary of Evidence
<u>Ed. 1109.05, Implementation of IEP</u> <u>CFR 300.342</u> <u>Ed. 1115.07, Provision of Non-Academic Services</u> <u>CFR 300.306</u> <u>Ed. 1119.03, Full Access to District's Curricula</u> <u>CFR 300.26</u> <u>Ed. 1119.08, Equal Education Opportunity</u> <u>CFR 300.347(a)</u> <u>CFR 300.304</u>		Salem High School
Indicator Level and Description		
0	Student does not have access to the general curriculum.	
1	Student has access to the general curriculum	
2	Student participates in the general curriculum in the regular classroom	
3a	Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	
3b	<b>For Private Schools:</b> Student has opportunities to interact with non-disabled peers on a regular basis	
3c	Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so.	
3d	<b>For High School Students:</b> Student has the opportunity to earn regular credits leading to a regular diploma	Students are included in regular classes with appropriate supports and modifications, as evidenced by student schedules, parent and student interviews, observations. All students are working toward a regular diploma.
4	Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	

Transition		Summary of Evidence
<u>Ed. 1102.53, Transition Planning</u> <u>CFR 300.29</u> <u>Ed. 1107.02, Process; Provision of FAPE</u> <u>CFR 300.347 (b) (1)</u> <u>Ed. 1109.01, Transition Services</u> <u>CFR 300.132</u> This includes movement from (a) ESS to preschool, (b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		Salem High School
Indicator Level and Description		
0	No evidence of transition planning	
1	Transition occurs, with little or no written documentation	Extensive planning for transition, but little formal documentation
2	Written documentation exists for transition services	
3a	Team includes parents and personnel from other agencies in transition planning	
3b	Student is informed before age 17 of his/her rights under IDEA	
3c	Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	
4a	District has implemented a process to evaluate the success of the student's transition	
4b	Team, including student as appropriate, regularly assesses success of transition plan	Team meeting notes, student and parent interviews – parent and student involvement in planning. Transition plan included in IEP for annual review by Team.

Assessment		Summary of Evidence
<u>Ed. 1133.05 (I), Program Requirements</u> <u>CFR 300.138</u> <u>CFR 300.347 (a) 5, RSA 193-C</u> This is not limited to NH statewide testing [NHEIAP]. It should also include districtwide and school assessments administered to non-disabled peers.		Salem High School
	<b>Indicator Level and Description</b>	
	<b>0</b> No evidence of student participation in district or state assessments	
	<b>1a</b> Student participates in district-wide and school assessments	
	<b>1b</b> Student participates in state assessment	
	<b>2</b> Alternate assessment provided as needed for both district and state assessments	
	<b>3a</b> Assessment data is used to develop IEP	
	<b>3b</b> Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	
	<b>4</b> School uses assessment data to improve student learning (state, district-wide or school assessments)	Assessment data are used to develop IEPs and monitor student progress, as evidenced by report cards, progress reports, multiple assessments (Gates Reading and NHEIAP), parent and student feedback

Salem High School	
Strengths	Suggestions for Improvement
1 Transition from 8 <sup>th</sup> to 9 <sup>th</sup> grade; transition from 12 <sup>th</sup> grade to post graduate. (Individual meetings with all parents of incoming special education students, parent nights, 8 <sup>th</sup> grade IEP meetings held at high school. Parents have a high school contact person while child is in 8 <sup>th</sup> grade). Parents very happy with programming and feel their student is welcomed. 2 Access to general curriculum and all programs is available for students with disabilities. 3 The high school fosters a student-centered environment. Staff are open, professional, flexible and invested in their students. 4 There is a partnership between the school and the parents- lots of communication. 5 Good teaching practices (hands-on projects, group projects). 6 Good working relationship between special education department and general education, guidance and administration. 7 "IEP at a Glance" which sums up the IEP and is given to classroom teachers. 8 Block scheduling has been positive for special education students (less transition, chance to build relationship with teachers). 9 The Special Education department is allowed by the school to try new ideas/programs. 10 Opportunity for students to take some classes at high school during the day and continuing education classes at night.	1 The rise in case manager case loads has resulted in less personal contact between the case managers and their students. 2 The switch to block scheduling has resulted in a decrease in team teaching opportunities. The team has identified a need for 2 additional teachers to allow team teaching opportunities. 3 The decrease in team teaching has resulted in less support in the regular classroom and thus more students must leave the general education classroom and work in the resource room setting. 4 Increase availability of technology (computers) for special education staff.

**VIII. ADDENDUM: OUT OF DISTRICT AND JAMES O SUMMARIES**

**ADDENDUM**

**Out-of-District File Review**

**SAU 57**

Date: April 5, 2002

Reviewer: Maryclare Heffernan

<p style="text-align: center;"><b>ADDENDUM</b> <b>Out-of-District File Review</b></p>
---

SAU 57

Number of Files Reviewed: 1

**CITATIONS OF NONCOMPLIANCE**

There were no issues of non-compliance.

**ADDENDUM**

**JAMES O. MONITORING PROGRAM**

**SAU 57**

**Student File Review**

**Case Study Document**

**Reimbursement Claim Form**

**Case Study Addendum Form**

Date: April 5, 2002

Reviewer: Maryclare Heffernan

<p style="text-align: center;"><b>ADDENDUM</b> <b>JAMES O. MONITORING PROGRAM</b></p>
---

SAU 57

Number of files reviewed: 3

**COMMENDATIONS:**

District maintains accurate and complete records on students who are court-ordered into out-of-district placements.

**CITATIONS OF NONCOMPLIANCE:**

There were no issues of non-compliance.